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### ABSTRACT

GRANT

This booklet is a participant's handbook for playing the Valleybrook Elementary School-Lakement High School Simulation Game. In this game, the participant tries to deal with simulated problems faced in desegregated schools. The participant either plays the role of Terry Patterson, a new fifth grade teacher in Valleybrook Elementary School, or that of Sandy Johnson, new teacher at Lakemont High School. Information presented to the participant in this booklet includes excerpts from faculty handbooks and student cumulative records. Additional information comes from (1) filmed orientation meetings and follow-up role-play sessions with the principals of Valleybrook, Lakemont, or of Valleybrook and Lakemont, (2) the content of the filmed and pencil-and-paper problems themselves, and (3) supplementary written information. A separate workbook of problems for the participant is also included. (Author/JW)



## PARTICIPANT'S HANDBOOK for

## SOLVING MULTI-ETHNIC PROBLEMS:

## A Simulation Game for Elementary and High School Teachers

originated by

Dr. Frederick P. Venditti
Director, Educational Opportunities Planning Center
University of Tennessee

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FREDERICK P. VENDITTI has been an innovator in the field of education for the past twenty years. He has served as Director of the Educational Opportunities Planning Center at the University of Tennessee since its creation in 1966 and, in this position, is responsible for planning and participating in inservice education for teachers working in desegregated schools. He has served as a consultant to the U.S. Department of Justice on desegregation and to the Equal Educational Opportunities Program of the U.S. Office of Education.

Currently Associate Professor of Educational Administration at the University of Tennessee, Dr. Venditti has also been a teacher and administrator on the elementary and high school levels. He has published articles in such educational journals as The Educational Forum, Journal of Social Psychology, and Journal of Negro Education, among many others, and is the co-author of a series of handbooks on early childhood education.

Dr. Venditri is presently serving on the Board of Directors of the Greater Knoxville Human Relations Council, the Tennessee State Council on Human Relations, and the East Tennessee American Civil Liberties Union. Among other professional organizations in which he holds membership are the National Association of Secondary School Principals, the National Education Association, and the Tennessee Association for Supervision and Curriculum Development.



### **ACKNOWLEDGMENTS**

Numerous people made important contributions to the development of the Valleybrook Elementary School-Lakemont High School Game, Dr. Donald Cruickshank gave vastly helpful advice without which the project workers might well have floundered. Special thanks are due Jean Peele, a former graduate assistant in the Educational Opportunities Planning Center (EOPC), University of Tennessee, for her organizational and other multi-faceted efforts in behalf of the project, especially during its early, critical phases. Thanks go as well to Peg Achilles, Joseph Atkins, and Linda Burroughs, also former EOPC graduate assistants, for their important help. Ernest Robertson and Guy Taylor of The University of Tennessee Photographic Services Department gave invaluable assistance with the production of the filmed problem incidents included in the game, as did Professor Thomas Cooke of the University's Speech and Theatre Department. The superintendent of the prototype school systems and the principals, teachers, and students of the prototype schools, all of whom must unfortunately remain anonymous, rendered obviously indispensable services for which sufficient thanks cannot be expressed. Finally, the writer is deeply grateful to the staff of the Anti-Defamation League of B'nai B'rith for their consultation and cooperation in bringing this program to fruition.

Frederick P. Vendittl



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### INTRODUCTION

This booklet contains information that may be helpful to you as you deal with the problems you will face as Terry Patterson, new fifth grade teacher in the Valley-brook Elementary School, and/or as Sandy Johnsor, new teacher at Lakemont High School. This information will be found in part in excerpts from the Valley-brook Elementary School and Lakemont High School faculty handbooks and in part in student cumulative records for boys and girls who figure prominently in certain of the problem situations you will confront. Additional information bearing on these problems comes from three other sources: (1) filmed orientation meeting(s) and follow-up role-play session(s) you have had or will have with the principal(s) of the Valleybrook and/or Lakemont schools, (2) the content of the filmed and penciland-paper problems themselves, and (3) supplementary written information provided at appropriate times in connection with special role-play problems with which you may deal.

Excerpts from the faculty handbook of the Valleybrook Elementary School and the student cumulative records relevant to the Valleybrook problems will be found in the first section of this booklet. Equivalent information relating to the Lakemont High School problems is included in the second section of the booklet.



## I. VALLEYBROOK ELEMENTARY SCHOOL INFORMATION

### Excerpts from the Faculty Handbook

### OBJECTIVES OF VALLEYBROOK SCHOOL

- 1. 'To consider the mental, emotional, spirtual and physical well-being of each child in our relationship with him.
- 2. To help each child develop to the fullest of his ability.
- 3. To encourage each child to think clearly, carefully, constructively, and critically; to develop a method of inquiry.
- 4. To determine "where the child is" and lead him as far in his skill subjects as his native ability and our teaching skills and resources allow.
- 5. To help develop a well-rounded child by exposing him to many varied and rich experiences—both firsthand and vicarious.
- 6. To develop moral and spiritual values and a capacity for human relationships within each child that are desirable by the standards of our society.
- 7. To help each child to develop an understanding and a sincere appreciation of science, art, music, literature.
- 8. To encourage each child to pursue his special interests and make worthy use of leisure time.
- 9. To seek the cooperation of parents and the community in carrying out vital educational tasks.
- 10. To develop an appreciation for our heritage and a love for the American way of life.



## A "THUMBNAIL" SKETCH OF THE SCHOOL AND SCHOOL COMMUNITY

Valleybrook is a school with an enrollment of approximately 500 students in grades 1-6. The building, constructed in the early 1950's, houses 18 regular classrooms, a cafeteria, a gymnasium-auditorium, a library, a health room, a guidance room, a teachers' lounge, and administrative offices.

The school serves a racially and ethnically mixed residential neighborhood, but most Negro families residing in the Valleybrook zone are concentrated in a low-income housing project located immediately to the east of the school. Reflective of the school community's population, approximately 60% of Valleybrook's pupil enrollment is white, approximately 30% is Negro, and approximately 10% is composed of children from other minority groups.

A majority of the breadwinners in the homes of Valleybrook pupils are semi-skilled or skilled blue collar factory workers or tradesmen. A fairly sizeable number are "domestics," and a telatively smaller number are white collar or self-employed workers. In approximately one-fourth of the families served by Valleybrook, both parents are employed; roughly another fourth of the families is receiving public assistance, chiefly in the form of Aid to Dependent Children.

Valleybrook operates a graded program conducted on a self-contained classroom basis by an integrated staff of eighteen regular classroom teachers. (An effort is made to maintain a ratio of Negro-to-white staff members at Valleybrook that is as nearly as possible equivalent to the pupil race ratio of the school.) Valleybrook's regular force of classroom teachers is assisted by the following specialized personnel: a full-time principal; a full-time librarian; a part-time counselor and a part-time speech-therapist, each of whom spends three half-days weekly in the school; and an instrumental music teacher who works three half-days weekly in the building. Two paraprofessionals, both teacher aides, round out the staff. One assists the primary grade teachers in conducting remedial reading activities; the other plans and supervises organized physical education activities for each regular teacher during one of her class's two daily recess periods.

Overall, Valleybrook has been and is presently representative of that type of traditional elementary school which has served its pupils so long and well within the framework of the American public school system. Complacency does not reign at Valleybrook, however. The school staff is cognizant of the need to implement promising educational innovations—organizational, curricular, instructional—appearing on the educational scene and will expand and accelerate the efforts begun last year to explore and, if investigation warrants, put into early operation an "ungraded" or "continuous program."



### CONFERENCES — INDIVIDUAL AND GROUP

Each teacher is requested to arrange an individual parent conference at least once a year. Most teachers will find it possible to have some of these conferences during the day. After-school sessions will be necessary in some instances, however, in order to involve all parents in these vital meetings.

If it is not possible to arrange a school conference, it may be necessary to visit the child's home. Such conferences are valuable; you may learn much from observing the home setting. . . . it creates much better parental feeling when you contact a parent just to discuss the child rather than to wait until something goes wrong and there is trouble. This is a good way to show your sincere interest in the child. Parent conferences should start soon after the first grade period, but there may be times when the teacher may feel an earlier conference is necessary. Invitations and report forms are in the office.

In the fall, each teacher is requested to arrange a group conference inviting all the parents of her children, at one time, to discuss openly and freely the year's program. (Do not get into discussion of individual problems at this time.) This conference will be discussed at a faculty meeting a month prior to the conferences to aid the teachers in preparing a meaningful program.

### DISCIPLINARY ACTION ROUTINE

Teachers should handle the majority of discipline problems in their rooms. In the few cases where you need outside help, do the following:

- 1. Try to work out disciplinary problems in ways not requiring physical punishment. Use all the ingenuity and originality at your command.
- 2. If this fails and you wish to have someone in the Administration made aware of the case, ask for an appointment to discuss the problem with the principal without the child present.
- 3. If you have done the above and have tried your best to put advice given into operation, but without success, let the principal know so that he can set up a conference with the parents, the pupil, and yourself.
- 4. If this does not bring a successful conclusion to the case (as it usually does), then the case should be referred, for help, with the consent of the principal, to the proper source (e.g., our health coordinator, psychologist, Speech Correction Clinic, medical advisors, Society for the Prevention of Cruelty to Children, or Children's Court.) It then becomes a "referral case" and psychi-



atric and physical examinations may be given in the attempt to determine the nature of the problem and the best possible solutions. NOTICE THAT THE PREVIOUS PARAGRAPHS AT NO TIME STATE THAT IT IS ALL RIGHT TO SEND THE PUPIL TO THE OFFICE ALONE FOR ANY DISCIPLINARY ACTION. If the children are sent alone to the office, they will be returned to their rooms in every instance—pending principal-teacher conferences which will give the necessary facts on which to act.

### HEALTH ROOM

No child should be sent to the health room unless accompanied by another child or an adult. The principal should be informed of the child's illness, and it is his responsibility to inform the parent.

### PARENT-TEACHER ORGANIZATION

Each teacher is expected to join the P.T.A. The meetings are held on the second Tuesday of each month. Each teacher is urged to attend.

### PROFESSIONAL ORGANIZATIONS

All teachers are expected to join the local Teachers' Association.

### RECORD KEEPING

... a permanent record for each child is kept in the office. . . . a cumulative record file on each child is kept by his teacher in the classroom. Please fill in all forms accurately, completely, and legibly with blue or black ink and keep these upto-date. Pass them on to the next teacher at the end of the school year.

### REFERRALS

All referrals for speech, health, testing, therapy, guidance, and physical or mental handicaps should originate with the classroom teacher. These cases should be referred to the principal or guidance counselor. Appropriate forms will be provided by the counselor.



### REPORTING TO PARENTS

... the report card can never completely be effective as the sole method of communication between home and school concerning the child's development. Other procedures, i.e., parent-teacher conferences, pupil self-evaluation forms, folders of pupil self-evaluation forms, folders of pupil's classroom work, notes to parents, and telephone calls should be used to develop complete communication.

Gifted and high-achieving pupils should be challenged fully by the instructional program, and the grades earned by these pupils should reflect this fact.

The grading system should never penalize the slow learner or culturally disadvantaged children who may be exerting maximum effort—without avail—to achieve a standard equal to the majority of the children in the classroom.

A consistent grading system should be based on standards which are understood mutually by parents, teachers, and pupils. The Valleybrook grading system is based upon instructional objectives in the different subject areas at the various grade levels.

### INTERPRETATION OF GRADES

The report cards for the primary grades, 1-3, are to show the following letters and descriptive adjectives:

E - Excellent

S — Satisfactory

NP — Needs to Progress

The report cards for grades 4-6 are to show letter grades with descriptive adjectives as follows:

A - Excellent

B - Good

C — Average

D - Lowest Acceptable Average

F --- Failure

Grades are to be awarded on the basis of individual attainment.

### SENDING A CHILD HOME

It shall be the exclusive responsibility of the principal to excuse children from school. A teacher is never to excuse a child from school without the principal's approval.



### SUPERVISORY PROGRAM

As one means of working for the improvement of instruction, it is the District's policy that each principal will visit each probationary teacher two times a year and each tenure teacher once every other year. Each visit will be written up on the Classroom Visitation Report Form. A conference with each teacher will follow each visit.



## STUDENT CUMULATIVE RECORDS VALLEYBROOK ELEMENTARY SCHOOL

BOYS

ALLEN, Clyde Tommy HAYES, Christopher William (Billy) KEELER, George Larry RICK, John David WILLIAMS, George P.

**GIRLS** JAMES, Flora JONES, Sally WOLFE, Suzy

Arith Science Health Music/Art Phy. Percentile Rank 854-4314 Percentile Rank Age as of September 1 Total Birthplace Washington, D.C. Telephone No. Mos. A.Q. Grade Equiv. Social Studies Numbers Years Readg. | Wrtg. | Splg. | Eng. TEST RECORD - GENERAL READINESS TESTS Э. ACADEMIC ACHIEVEMENT (M) Reading Language Arts M.A. C.A. Tommy (First) C.A. Form Form Clyde (Midle) Teacher Grade Test (2W)
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## TEACHER COMMENTS

Entered school March 12, 1967.	Quiet child - absent a great deal. Foor	reader. Tommy is having a great deal of	trouble.			



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# TEACHER COMMENTS

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Grade 1-3 PREVIOUS SCHOOLS ATTENDED Ridgecrest 475/475/475 / 475 Yes Yes Yes Yes 8 ATTENDANCE Grade Absent Total No. of Days Possible Promotion Yes/No

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# TEACHER COMMENTS

	Onthe chara		earn anns - Tran crit Cri		Intelligent child - reads a good year above	the level of his class, Vory quiet and shy. Made	great improvement this year.	Interests: Plays drum in brother's rock and roll	band.	
Interested in achoel - works coopers-	tively with his classmates.	Mary Smith - grade one		Missed a total of one month.	Halan Loss - the	One of the control of		Logs excellent work; however, could		



Age as of September 1	Years 10 Mos. 0	Telephone No. 854-6560	
(H)	Xes	Hawa11	
Devid	(First)	Birtiplace	
John	(Midale)	Ave.	
IME RUCK	(Last)	120 Hamilton Ave.	
(11W) STUDENT'S NAME			
STODY STODY		ADDRESS	

			ACADEM	ACADEMIC ACRIEVEMENT	NEWEN ST	H							
Grade	School	Teacher	<u> </u>	Language Arts	Arts		Social Arith, Science Health Music/Art Phy.	Arith,	Science	Health	Mus1c,	Arre	Phy.
	_		Readg.	Readg. Wrtg. Splg. Eng.	Splg.	Eng.					-		
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TESTS	Wumbers Total Rank	
READINESS TESTS	Reading Nu	
	Form C.A.	
	Grade F	
	Test	

		TE	TEST RECORD - GENERAL	. G	ENERAL			
Grade	Test	Form	C.A.	M.A.	1.0.	Form C.A. M.A. I.Q. (Grade Equiv.)	Percentile Rank	
	Lorge - Thorndike A	V	8.3 8.8 104	8.8	104		51	
				28/38				_



Grade 7-7 PEGVIOUS SCHOOLS ATTENDED No record - Grade 1 Rock Stream Soc Yes Yes ATTENDANCE de | 1 | 2 rade Total No. of

Promotion Yes/No

Days

(11M)

5

		PAMILY AND PERSONAL DATA			i
	Name	Occupation	Education	Siblings	Age
Father	Timothy	Pammer Construction	high school	Tom Sue	12 9
Mother	Eleanor	Hostery mill	high school	Brenda James	2
Step-parent or Guardian				Linda	7
HOME AND FAN family condi- either peren in understan	HOME AND FAMILY BACKGROUND: note any home or family conditions (language spoken, decease of either parent, health) which may be significant in understanding the child.		TRAINE CONDITIONS: Note (prysical handicaps, injustical may be significant child.	FEALTH CONDITIONS: Note any health conditions (physical handleaps, injuries, operations, etc. which may be significant in understanding the child.	
Pamily b	Family has financial problems. Pr	Pather Complains	of little aches	Complains of little aches and pains. Doesn't appear	pear
was in t	was in the Army. David was born in		to feel up to per. Anemi	Amenic (?)	
Honolulu	Honolulu while the family was sta	stationed			
there.					

30/31

Pather is reported to be former member of

the White Citizen's Council.

		•							STA	POR	D AC	HEV	3	į	STANFORD ACHLEVENENT TEST RECORD	REC	ORD											
W. Mean- P	2	2	چ ۳		Pare. Meaning		Spelling	110		¥. Skt1	W. Study Skills		84	S H	Language butation	t in	ı	Arith.Com- Arith. Dutation Concepts	45 G	8	Arith Appl.	Arith.		Social Studies	7 9	8	Science	
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# TEACHER COMMENTS

Com a in early to talk to teacher.	Likes extra attention. Classmates think David	two is a nulcanes, foor coordination. Some progress	in attitude and emotional stability.	David upset		grade three	
Withdrawn - not liked by other	children; not happy in schotl.	Natalie Simpeon - grade two		Mome problems have kept David	all year. Complains others plok on him.	Harriet Winslow - grade	



Age as of September 1	Years 11 Mos. 2	Telephone No. 854-6065
(M) P	Sex Ye	Lincoln
CEORGE	(First)	Birthplace
P.	(Middle)	et.
(8c) Student's name williams	(Last) (Middle	211 Main Street
(8c) Student's r		ADDRESS

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ENT		Eng.			Q	đ
HIEVEN	Arts	Solg.	Þ	ŊΩ	υ	Q
ACADEMIC ACHIEVEMENT	Language Arts	Wrte.	Þ	တပ	(Dec	ပ
		Readg. Wrtg. Solg. Eng.	Þ	SQ	Q	၁
	Teacher		Lynton	Johnson Hall	Simons	Welson
	School					
	Grade		1	H (V	3	#

Test	Grade	Grade Form	C.A.	Reading	Numbers	Total	Percentile Rank
Metropolitan	1	S	6.2	Average	Ararage	Average	20

TEST RECORD - GENERAL

Grade	Test	Porm	C.A.	M.À.	I.9.	Form C.A. M.A. I.Q. (Grade Zquiv.)	Percentile Rank
1	Lorge-Thorndike	Я	6.10 5.7	5.7	₩8		23
2	2	4	11.9 6.11	6.11	16		





뙲 ω Grade (physical handicaps, injuries, operations, etc.)
which may be significant in understanding the child. 1-3 # Note any health conditions Siblings Clarence PPEVIOUS SCHOOLS ATTENDED Education HEALTH CONDITIONS: Princeton Jackson Berton PAMILY AND PERSORAL DATA Bristol Furniture Crew Foreman Occupation 0 family conditions (language spoken, decease of either parent, health) which may be significant 5 Pather is 46 and the muther is 30 years Note any home or Maid 1271/275 / 129 Yes Yes Yes 8 13/ ATTENDANCE 3 HOME AND PANCIX BACKGROUND: in understanding the child. Grade Nema Carver METUR Absent fotal No. of Of age Stop-pervirt Promotion Guardian Yes/No **Mother** Pather Days. 38

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Science 3.5 11 GE Social Studies GE PR S ਜ ਜ 3.0 v m Arith. 3.4 12 GE PR Concepts GE PR S ( 3.3 18 3 STANFORD ACHLEVENER TEST RECORD W. Study Language Arith.Com-Skills GE FR S GE FR S GE FR S K 5 04 2-4 63 5.0.5 Н ۲ 3.1.8 PH S Spelling # GE 3 3.4 R Meaning S DE PR S 3 3.4 20 W. Mean-CE PR 3.1 11 Grade 4

## TEACHER COMMENTS

	Elaine Simons - grade three	disrupting the class However he to	child and is liked by his classmates. Difficult	to motivate child in anything. He has been	truent a number of times this year.	Interests and the Name of the Land of the	and activities: Art, football,
Child is restless. Does his work only	after much direction from teacher.	Jean Lynton - grade one	George was retained in grade one. He is	Phyllis Hall - grade two	Living with mother, deorge is a rest-	less and aggressive child. Works carelessiy -	needs much help and encouragement.



Social Arith Solence Health Music/Art Phy. Ø Percentile Rank M Telephone No. 854-1112 Years 9 Nos. 9 Total Ø M Numbers Ø Reade, Wrte. Sple. Ene. Ø READENESS TESTS ACADEMIC ACHIEVEDRENT Reading Wateon S X Language Arts Ø 4 (First) Birthplace C.A. M North H 407 Hopkins Circle (Middle) Teacher Orade Lyons STUDENT'S NAME JAMES
(Last) Test School ADDRESS Orede

TEST RECORD - GENERAL	Form C.A. M.A. I.Q. (Grade Equiv.) Fercentile		
TEST	Form C.A		



AND THE PERSON NAMED IN

(210)	ATTENDANCE	DANCE					PREVIOUS SCHOOLS ATTENDED	;
	Grade 1	2	[]	77	5	9		Grade
Absent /Total No. of Days Possible				3/73			No records before grade four	
Promotion Yes/No				Yes				

PAMILY AND PERSONAL DATA

	Nene	Occupation	Education	Siblings	Age
				Robert	8
Fether	Richard	Construction worker		Diane	<u></u>
Mother	Catherine	Housewife		Deborah	Z Mos.
Step-parent or Guardian					
HOME AND PAN family condi- either paren in understan	HOME AND PAMILY BACKGRCIND: Note any family conditions (language spoken, delther parent, health) which may be sin understanding the child.	any home or HEALITH CON decease of (physical significant which may child.	DITIONS: Note handlcaps, in be significant	HEALTH CONDITIONS: Note any health conditions (physical handicaps, injuries, operations, etc.) which may be significant in understanding the child.	,

Child is overweight.				

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	Science	GE PR S	4.130 4			-
	Social	S GE PR S GE PR	1.2 34 4	1	_	
	Arfth Appl.	GE PR	4.2 40 5 4	†  -		
	tth.	PR S	4.1 34 4	1		
STANFORD ACHIEVENENT TEST RECORD	Language Arith, Com- Arith, Concept	S GE PR S GE PR S GE PR S GE	3 3.1 26 4 5.9 76 6 5.4 80 7 4.1 34 4 4.3 40 5 4.2 34 4 4.1 30			
ILEVENENT 1	Language	CE PR S	5.976 6 g	-  -		
ANTPORD ACE	W. Study Skills	E PR S	.1 26 4			
8	Spelling	8		-  -  -	-	
	Para.	FR S GE	.7 52 5 3	-	- - -	
	f. Mean-	PR S OR	3.9 32 4 4.7 52 5 3.6 18	 	+	
(210)	Orade W	<u>당</u>	4 3.			-
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## TEACHER COMMENTS

Interests and activities: Won citizenship	essay.	Patricia Lyons - grade four						
A quiet, unnoticed child - an	average student. Very interested and excels	in science and social studies. Child was	behind in everything when she came late in	the school year from a segregated Negro	school, but soon began to catch up. Sensi-	tive and essily hurt.	Patricia Lyons - grade four	

I



Age as of September 1	Telephone No. 354-4278
Sex (P	Denville
(Pirst)	irthplace .
Sally (Middle)	B1
AME JONES (LAST)	458 Field Street
(18W) Student's Ma	ADDRESS 4

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	Arith.		S	מ	ርኣ	
	Social Science Health Music/Ard Phy-			S	D	
ţ		Eng		b	Q	
EVENE	Arts	Sple	S	\\\S\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	D	
C ACR	Language Arts	Wrth	S	\\\ \n \\\\	Q	
ACADEMIC ACHIEVEMENT	Lar	Readk	S	ر د د	Q	
	Teacher		Lynton	Murphy	Rose	
	School					
	Grade		8	3/3	ব	

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		TES	T RECOR	TEST RECORD - GENERAL	NERAL		
Grade	Test	Form	C.A.	M.A.	1.9.	Form C.A. M.A. I.Q. (Grade Equiv.)	Percentile Rank
2	Metropolitan	В 7.7	7.7			2.2	617
2	Lorge-Thorndike B 8.0 6.7 84	æ	8.0	2.9	78		
3	£	A 9.0	0.6		68		



(18M)		ATT	ATTENDANCE	NCE					PREVIOUS	OUS SCHOOLS ATTENDED	TTENDED	
		Grade	-	2	*	77	2	9				Grade
Days Absent /rota /Days	fotal No. of Days Possible		<u> </u>	/in		40 / 04			No record Princeton	ord - Grade 1	ر. ا	2-3
Promotion Yes/No			٤	Yes	No Soc.	, 00.			Ridgecrest	rest		3
*Repeated grade 3- absent 22 days; promoted	ade 3- days;				F.	MILX	AND	PERS	FAMILY AND PERSONAL DATA			
	l	Name			-		Occi	Occupation	lon	Education	Siblings	Age
Father	Daniel	el				B	Brick Mason	Masor			Peggy Dorothy	10
Mother	Mabel	<b>~</b> 1				ပိ	llege	e cat	College cafetería			
Step-parent or Guardian												
HOME AND FAMILY BACKGROUND: family conditions (language seither parent, health) which in understanding the child.	ILX BACKG ltions (la nt, health nding the	ROUND: nguage ) whic child.	No spo	Note ar spoken, may be		any home or 1, decease of e significant	r of ant		HEALTH ( (physical part) which contide the contide the contide the continuity	HEALTH CONDITIONS: 1 (physical handicaps, which may be signifite child.	HEALTH CONDITIONS: Note any health conditions (physical handicaps, injuries, operations, etc.) which may be significant in understanding the child.	ditions ns, etc.) ng the
	Father 1	1s a he	heavy	drinker	ker -							
seldom works.	- 1	Two children	ldre	n sh	pluc	should be in	c					
special	special education but mother	n but	moth	71	efus	refuses to						
send th	them.											
							1					
											!	
								18/1				

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## TEACHER COMMENTS

S Mary Murphy - grade three	Absent and tardy a great deal - aggres-	sive child. Classmates think she is funny	(but do not like to sit near her). Poor work	habitsundependable.	Ann Rose - grade four			
Had a difficult time in school this	year - needs lots of understanding,	Jean Lynton - grade two	Pathetically eager to help - dis-	liked by classmates - is a poor student.	Mary Murphy - grade three	Sally is repeating grade three;	Needs to strengthen reading skills, Child	very pleasant.

854-3699 Age as of September 1 Years 10 Mos. 6 Brownsville Telephone No. M (F) Birthplace (First) Suzy (Middle) 2521 Hamilton Ave. (12W) STUDENT'S NAME WOLFE (Last) ADDRESS

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	c/Art				>	>
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	Arith Science Health Music/Art Phy.			>	S	æ
	Arith.		တ	А	ţ	-'S
	Social				တ	υ
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LEVEME	rts	Wrtg.   Splg.   Eng.		O	ょ	၁
IC ACH	Language Arts		တ	O	ぁ	၁
ACADEMIC ACHIEVEMENT	Lang	Readg.	တ	A	ま	В
	Teacher		Raines	Вгомп	Murphy	Hopkins
	Schoo1					
	Grade		1	2	т	7

				CICAL COMMUNICAL			
Test	rade	Grade Form C.A.	C.A.	Reading	Numbers	Total	Percentile Rank
Metropolitan	1	S	6.7	Aver.	Aver.	Aver.	55

TEST RECORD - GENERAL	Form C.A. M.A. I.Q. (Grade Equiv.) Percentile Rank	8.2 6.10 85	66	
GENERAL	I.Q. (Grade Equiv.)	85	66	
CORD -	M.A.	6.10	8.9	
EST RE	C.A.	8.2	8.10 8.9	
-	Form	æ	A	
	Test	Lorge-Thorndike B		
	Grade	2	3	



Grade	2	3		Age	89			conditions tions, etc.) nding the							
ATTENDED				Siblings	Ga11 Robert			TONS: Note any health conditional indicaps, injuries, operations, significant in understanding							
PREVIOUS SCHOOL ATTENDED	irs rst	Ridgecrest		Education	College -	H.S graduate		DIT har be							
PRE	Walters	Ridge	SONAL DATA	uo	Salesman (Mutual)	3		HEALTH CON (physical which may child.							
4 5 6 1	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	Yes	FAMILY AND PERSONAL DATA	Occupation	Insurance Sales	Bristol Plastics		w home or decease of significant	of the	1can Indepen-		children	nts		
ATTENDANCE	5 2 3 5	Yes Yes Yes			Ĥ	Ŕ		Note an poken, may be	n the leader of	(or American	on.	secretary - ch1	ol before parents		
ATT	Total No. of Days Possible		,	Name	Arnold	Edna		HOME AND FAMILY BACKGROUND: family conditions (language seither parent, health) which in understanding the child.	The father has been the	American Freedom Party (or Amer	Party) Organization.	Mother works as se	arrive home from school	<i>y</i> -	
(J2W)	Days Absent Tota	Promotion Yes/No			Father	Mother	Step-parent or Guardian	HOME AND FAMILY BACKG family conditions (la either parent, health in understanding the	The 1	American	dent Part	Moth	arrive ho	every day.	

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STANFORD ACHIEVEMENT TEST RECORD

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rade		3		4		7			

# TEACHER COMMENTS

Fragile child - selfish - uncooperative.	Parents dislike Negroes and this has had	class. Weak in arithmetic,	Hopkins - grade four	Interests and activities: Piano and	basketball	
Quiet and shy. Marsha Raines - grade one	A good, average student - works hard -	conscientious. Very quiet.	Mabel Brown - grade two	A KOOG WOLKEY - Gebendable, Suzy's work is	above average - eager to please.	Mary Murphy - grade three

#### II. LAKEMONT HIGH SCHOOL INFORMATION

#### Excerpts from the Faculty Handbook

#### PHILOSOPHY OF LAKEMONT HIGH SCHOOL

Every individual has the right to opportunities to develop his full and unique potential (intellectual, physical, moral and cultural) in order that he may function as a contributing member of our democratic society. These opportunities should be unique for each individual, designed to fulfill his individual needs.

Lakemont High School is usedicated to this principle. It is the responsibility of the school to design and develop programs that meet the needs of individual students as they seek learning experiences which will promote intellectual, moral and physical development and equip them with those skills and attitudes vital to successful living in our society.

#### **OBJECTIVES**

The philosophy of Lakemont High School can be realized in relation to the extent to which the following Objectives are achieved:

- 1. To consider the mental, emotional, spiritual and physical well-being of each student in our relationship with him.
- 2. To help each student develop to the fullest of his ability.
- 3. To encourage each student to think clearly, carefully, constructively, and critically and to develop an effective method of inquiry.
- 4. To determine "where the student is" and lead him as far in his skill subjects as his native ability and our teaching skills and resources allow.
- 5. To help develop a well-rounded student by exposing him to many varied and rich experiences, both firsthand and vicarious.
- 6. To develop moral and spiritual values within each child that are desirable by the standards of our society.
- 7. To help each student develop an understanding and sincere appreciation of science, art, music, literature, and the quest for knowledge.
- 8. To encourage each student to pusue his special interests and develop worthy use of leisure time.
- 9. To seek the cooperation of parents and the community in successfully carrying out vital educational tasks.
- 10. To develop an appreciation for our heritage and a love for the American way of life.



# A "THUMBNAIL" SKETCH OF THE SCHOOL AND THE SCHOOL COMMUNITY

Lakemont High School has an enrollment of approximately 1,800 students in grades 9-12. The original plant, constructed in the late 1920's and enlarged in the late 1950's, has the rated capacity to accommodate 2,000 students. In addition to regular classrooms, the building houses special laboratories (e.g., science, home economics); a cafeteria; an auditorium; a gymnasium; a library; vocational and industrial arts shops; and guidance, health and administrative suites.

The community served by Lakemont High is racially and ethnically mixed, and the school's enrollment is reflective of this fact. Approximately 60% of Lakemont's students are white. The remainder are members of minority groups, the largest of which is Negro and comprises about 30% of the school population.

The parents of Lakemont High School students fall into all occupational and professional categories. The majority are skilled or semi-skilled, blue collar factory workers or tradesmen. Relatively smaller numbers are "domestics," white collar or self-employed workers, managerial, personnel, proprietors, and professionals.

In about one fourth of the families served by the school, both parents are employed; approximately another fourth of the families receives public assistance, mainly in the form of Aid to Dependent Children.

Lakemont High School offers a "comprehensive" secondary school program with four major components: the academic, the vocational, the commercial, and the general. The academic program includes honors courses in science, math, and literature for highly motivated, college-bound students. Among the courses included in the vocational program are auto mechanics and electronics for boys and a distributive education for both boys and girls. The commercial program centers primarily around typing and office skills and enrolls mostly girls. The general program provides course offerings (for non-college-bound and non-vocationally oriented students) which permit fulfillment of high school graduation requirements. An important part of this program is a battery of basic courses offered in the major subject matter areas for students needing remedial work. (Many Lakemont students come to the school with weak academic backgrounds. The basic courses carry regular credit for graduation, but they are designed in part to help interested students master skills required for successful performance in the vocational and commercial programs.) A variety of courses in music, art, industrial arts, and home economics are offered as general elective courses and are open to students enrolled in all four of the school's basic instructional programs.

A wide and varied program of extraclass activities complements Lakemont's formal academic program. Inter-scholastic and intramural athletics, special interest



and service clubs, and student government activities (e.g., student council) are promoted vigorously at Lakemont High School in recognition of the fact that all student needs cannot be met in the formal classroom.

Lakemont High has a professional staff of approximately 80 teachers, administrators, and specialists (e.g., guidance counselors, librarians, nurse), all of whom are certified by the State Department of Education as fully qualified to fill their respective positions. The faculty is racially integrated and a continuing effort is made to maintain a ratio of Negro-to-white staff members that approximates as closely as possible the racial composition of the student body. The pupil-teacher ratio at Lakemont is kept at approximately 25-1.

Overall, Lakemont strives to be representative, in the best sense, of the "comprehensive high school" which has served its heterogeneous student body so long and well within the framework of the American public school system. You may take genuine pride in being a member of Lakemont's staff.

#### DISCIPLINARY ACTION

... teachers are responsible initially for handling discipline problems arising under their supervision. When outside help is needed, these procedures should be followed:

- 1. Ask for an appointment to discuss the problem with the principal or assistant principal without the student present.
- 2. If you have done the above and have tried your best to put advice given into operation, but without success, let the principal know so that he can set up a conference with the parents, the student, and yourself.
- 3. If this does not bring a successful conclusion to the case (as it usually does) then the case should be referred, with the consent of the principal, to an appropriate source for addition help (such as your health coordinator, psychologist, Speech Correction Clinic, medical advisors, Society for the Prevention of Cruelty to Children, or Juvenile Court). It then becomes a "referral case" and psychiatric and physical examinations may be given in the attempt to determine the nature of the problem and the best possible solutions. NOTICE THAT THE PREVIOUS PARAGRAPHS AT NO TIME STATE THAT IT IS ALL RIGHT TO SEND THE STUDENT TO THE OFFICE ALONE FOR ANY DISCIPLINARY ACTION.

#### PARENT-TEACHER ASSOCIATION

Each teacher is expected to join the P.T.A. The meetings are held on the second Tuesday of each month. Each teacher is urged to attend.



#### PARENT CONFERENCES AND VISITATION

Teachers are encouraged to talk with parents about their children at every possible opportunity. However, parents should be encouraged to report to the Principal's office before visiting classrooms or teachers during school hours. Parent conferences pertaining to specific problems (e.g., academic, behavioral), should be held in the Principal's conference room.

Parents' night will be observed following each report card period. On these evenings parents will be invited to visit and talk with each of their children's teachers about grades or general progress in school. Each teacher will be present on those nights.

#### REPORT CARDS

... letter grades A - B - C - D - F are used on report cards. These have the following numerical values: A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = below 60.

#### STUDENT DRESS

Students should follow patterns of dress and grooming acceptable to our cultural norms. Their attire or personal grooming should not distract other students from their normal scholastic pursuits nor should they disturb or disrupt classroom activities.

#### FACULTY COMMITTEES

Faculty Activity Committee. This committee coordinates the pupil activity program, including all student clubs and organizations except the student government. Each teacher sponsors or co-sponsors at least one student club or activity. This is a required teacher responsibility inasmuch as extra-class activities are considered to be an important part of the total school program.

Student Government Committee. This faculty committee works directly with the student government in the development and implementation of its program. At present, this committee is reviewing student council recommendations for increased student involvement in policy decisions.



# STUDENT CUMULATIVE RECORDS LAKEMONT HIGH SCHOOL

**BOYS** 

GREER, Ronald David RAWLS, Dwayne Austin WASHINGTON, Charles Edmond

**GIRLS** 

BROOKS, Lorraine Virginia SPEARS, Derrill Anne WILLIAMS, Hannah Rebecca



Student's Name GREER (W)	ROMALD (First)	DAVID (Middle)	(Xex)	Age 15 8 (Years) (Months)
Address 1709 Downing Avenue		Birthplace	Lakemont	Phone 833-3001
PERSONAL INFORMATION				
Father Richard W. Greer Age	24	lon Pharma. Sply.	Salesman 854-9158	Occupation Pharma. Sply. Salesman 854-9158 Education College, BA
Mother Age	40 Occupation	ion Housewife	833-3001 (phone)	Education Jr.College
Siblings at same address:	Age	Grade	Occupation/School	School
Susan Denise Greer	11	9	Valleybrook School	School
Siblings other than at address:	•1			
Other Information:				
HEALTH RECORD				
Ht. 5'7" Wt. 161 lbs.  Eyes 20/20 Ears  Diseases	Connents:			
Vaccination Age 5 General Health Excellent Last Physical loth Grade Doctor Richard Brown, M.D.	7	7/8		

Subject	SCHOLASTIC RECORD	_						SCHOOL 1	SCHOOL ATTENDANCE RECORD	120	
December   C   C   D   D	ib ject	7th	8th	9th	10th	$\vdash$			Lakemont High		Crade
Hantis   B   B   B   B   B   B   B   B   B	tizenship	ပ	┝╌╂	口				,			
Name   Location   Likemont Junior High Lakemont   Lakemont Junior   Lakemont   Lakemont Junior   Lakemont   Lakemont Junior   Lakemont   Lakemont Junior   Lakemont Junior   Lakemont   Lakemont Junior   Lakemont   Lakemont Junior   Lakemont Junior	ndv Habits	В	┪		_ 	_	-	Previou:	s Schools Atte	nded:	
School   State   Sta	glish	В	Н					Name		Location	Grades
B B B B B B B B B B B B B B B B B B B	thematics	A	Н	A A				Lee Elei	mentary	Lakemont	1.0-6.
1	lence	В	В	-				Lakemon	Junior	Lakemont	7.1-8.
A	ography	В			L						
A	story		A	AA							
Sconomics	alth	A									
SCONDMICS  Trial Arts  B B B B B TEACHER COMMENTS  TEACHER COMMENTS  TEACHER COMMENTS  TEACHER COMMENTS  The Emily Widner - Constantly  bids for attention, A good stuint.  Thornor attention, A good stuint.  SCORTS  SCORTS  SCORTS  STATE  TEACHER COMMENTS  TO 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	sic	A					_				
Sconomics   B   B   B   B   B   B   B   B   B	•		_			4					
State   B   B   B   B   B   B   B   B   B	۵.						<u>'</u>				
Age B B B TEACHER COMMENTS  Thorndly Widner - Constantly bids for attention, A good stuling.  SCOR! S  Eth - Dorothy Sims - Sometimes  Bth - Dorothy Sims -	١.,		В			_	_				
TEACHER CONVENTS  TEACHER CONVENTS  TEACHER CONVENTS  TEACHER CONVENTS  To o o o o o o o o o o o o o o o o o o	nguage			$\Box$							
TEACHER COMMENTS   Teacher Comments   Teacher Comments   Teacher Comments   Teacher Comments   Teacher Comments   Teacher Constantly   Teacher Comments   Teacher Constantly   Teacher Comments   Teacher Comments   Teacher Constantly   Teacher Constantly   Teacher Constantly   Teacher Constantly   Teacher Constant Co	nd										
TEACHER COMMENTS   179 90 90   TEACHER COMMENTS   7th - Emily Widner - Constantly   10 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Leal	A	A								
Seent   2   1   0   0   0   0   0   0   0   0   0	ws Present			Ŏ	H			TEACHER			
CS:  CORTS  Thorndike Grade 9.2 suffer for friends - Sometimes acts "cocky" but doesn't appear to girls!  STIP:  Ornia M.M. Grade 9.2 suffer for friends - especially girls!  Ornia M.M. Grade Sometimes coarse in class. Seems insentitude of class-mates. Academics are no problem.		2	r 1					7th - E	1		
SCORTS  Thorndike Grade 9.2 suffer for friends - sometimes acts "cocky" but doesn't appear to girls!  SCORTS  Thorndike Grade 9.2 suffer for friends - especially girls!  Ine: 8  Oth - Claude MCNaire - Loud and sometimes coarse in class. Seems insensitive to feeling of class-mates. Academics are no problem.	rdy	0	0		_		_	bids fo		stu	ng.
SCORTS  SCORTS  Sth - Dorothy Sims - Sometimes  acts "cocky" but doesn't appear to suffer for friends - especially girls;  Inne: 8  Strade  Oth - Claude McNaire - Loud and Sometimes coarse in class. Seems Insensitive to feeling of class- mates. Academics are no problem.	MARKS:										
SCORFS  acts "cocky" but doesn't appear to suffer for friends - especially girls;  e: 127  line: 8  cornia M.M. Grade g.2 suffer for friends - especially girls;  cornia M.M. Grade g.2 suffer for friends - especially girls;  sometimes coarse in class. Seems insensitive to feeling of class. mates. Academics are no problem.								•	SA ms =	Sometimes	4+11
re: 127  line: 8  Cornia M.M. Grade 9.2 suffer for friends - especially girls:  Cornia M.M. Grade Grade Sometimes coarse in class. Seems insensitive to feeling of class-mates. Academics are no problem.						ĺ		] m	but does	appear	$\downarrow$
Grade Grade Oth - Claude McNaire - Loud and Sometimes coarse in class. Seems insensitive to feeling of class-mates. Academics are no problem.	rge-Thorndike	>				9.2		suffer	Ĺ	especially	
Grade Grade Oth - Claude McNaire - Loud and Sometimes coarse in class. Seems insensitive to feeling of class-mates. Academics are no problem.	core: 127 tanine: 8							girlsi			
Grade Grade Grade Grade McNaire - Loud and Sometimes Coarse in class. Seems insensitive to feeling of class-mates. Academics are no problem.	X X 27 - 27 - 27 - 27 - 27 - 27 - 27 - 2		ľ								
Aptitude Grade	iliornia M.M.			irade				sometim	laude McNaire	70	12th
Aptitude Grade								insensi	Application feeling	g of class-	
		1tude		Gr.ad(	4.			- 10000	ייים בייידנים מזיי	no proprem.	
		Ī									

ERIC Foulded by ERIC

Student's Name (N)	RAWIS (Last)	DWAYNE (First)	AUSTIN (Middle)	(Sex) Age	e 15 11 (Years) (Months)
Address 1509 C	1509 Carver Road		Birthplace	Lakemont	Phone 833-1000
PERSONAL INPORMATION	NO I.				
Father Gerald	. Age	37	Occupation Puneral Director	833-7492	Education high school
Mother Benita	Age	#	on Sales Clerk,	Occupation Sales Clerk, Lakemont Dept. Store Education 1 yr.	Education 1 yr. col.
Sibilngs at same address:		AGE	Grade	(rhone) Occupation/School	hoo1
Donna Lynn		13	ω	Lakemont Junior High	High
Martha		21	7	Valleybrook Elementary	mentary
Jerome		9	3	Valleybrook Elementary	mentary
	]				
Siblings other than at address:	an at address:				-
		augh.			
Other Information:	ë				
TH RECORD					
Ryes Es Es	Wt. 160 1bs.	Comments:	••		
Vaccination A General Health O Last Physical S Doctor	Good Bth grade	99	68/		



AUSTIN
DWAYNE
RAWIS,

SCHOLASTIC RECORD	٥					SCHOOL ATTENDANCE RECORD	2	
Subject	7th	Bth	oth	10th	11th 12th	h Entered Lakemont High	0.6	Grade
Citizenshin	В	1	2 2	Ü				
Study Habits	a	၁	da	Q		Previous Schools Attended:	ded:	;
<b>Տո</b> g] Լեհ	S	۵	0	2		Name	Location	Grades
Mathematics	Q	D/A	PD	œ,		Washington Elementary	Lakemont	1-8
Science	Q	<b>a</b>	Q Q	P		Lakemont High	Lakemont	9.5-
Geography	P/D							
History		[ a		L				
Health	<b>q</b> ]	٩		L				
Music	ပ							
Art								
Home Economics								
Industrial Arts				_				
Language				ig				
Band				_				
Privateal Educ.	ပ	В	S B	O				
Days Present	721	121	86 89	88 6		TEACHER COMMENTS		
Deys Absent	9	16	3 1	0		7th - Marvin Burton -	Slow	10th
Tardy	0	0	0	0		Requires extra help wi	with assignments	١.
REMARKS:								
Summer school requi	required for	red 1	or p	Sesed	into			
						Other Mont June Of	<	1147
TEST SCORES						Student - very concerned	- A DOOR	7701
Lorge-Thornd1kg	M		Grade		9.2	Much	1on about	
Score: 89						<b>b11111e</b>		
Stanine: 2								
California K.M.			Grade			9th - Miriam Wells - D	Dwayne 18	10+4
			<b>!</b>			He 18	ed much by	
						s and	ot acce	
Differential Aptitude	15 tige		Grade			165	TO TO THE	

Student's Kame WASHINGTON	CHARLES	ES EDMOND	A (E)	Age 15 9
(N) (Last)	(Pirst)	(Middle)	Sex)	(Years) (Months)
Address 416 Forsyth Place		Birthplace -	Brownsville	Phone
PERSONAL INPORMATION				
Pather Price S. Washington	Age 37	ccupation Construct	Occupation Construction Worker 833-4091	Education 10th grade
Mother Mattie J. Washington	Age 33	Occupation Maid	(rone)	Education 9th grade
Siblings at same address:	Age	Grade	Qccupation/School	/School
Anne	14	80	Lakemont Junior	ntor
Walter	13	7	Lakemont Junior	ntor
Freeman	11	5	Valleybrook Elementary	Elementary
Paula	3	0		
Siblings other than at address	: 851			
Price. Jr.	18	11 (00)	Construction worker	n worker
Robert	80		State Home i	State Home for Mental Retardates
Other Information:				
Maternal grandmother, Mrs.		Wellie Johnson, age 57, lives in home.	n home.	
Ht. 5' 9" Wt. 143 lbs. Eyes 20/30 Ears Diseases German Measles, agg 7	Comments	168::		
Vaccination Age 6 General Health Good Last Physical Sth grade Doctor	11111	72/33		

SCHOLASTIC RECORD	۵						SCHOOL ATTENDANCE RECORD	Q	
Subject	7th	8th	9th	loth	1151	12th	Entered Lakemont High	9 1 6	Grade Reentering 10.4
Citizenship	В	A	BIO	•					
Study Habita	В	В	O E	•			Previous Schools Attended:	- pa	
English	ပ	q	Q Q	•			Name	Location	Grades
Mathematics	ပ	┢╌	-	•			West Lavemont School	Lakemont	2.3-5.4
Science	8	ပ	ပ	•			Douglas Elementary	Douglas, Ky.	
Geography	ပ		-				Smith Junior High	Tennbrook, Ga	7.5-8.9
Kistory		0	O O	•			Lakemont High	Lakemont	
Health	၁		H				East High	Atlanta, Ga.	9.4-10.3
Music	В		$\sqcup$				Lakemont High		10.4-
Art			$\dashv$	_		,   			
Ē			$\dashv$	-		j			
Industrial Arts		В	-						
Language			-						
Bend									
Physical Educ.									
Dava Present	88	15469	9 85				TEACHER COMMENTS		
Days Absent	122	2611					7th		loth
Serdy	7	13 8	8 9						
REMARKS:									
	4 4					• ]			
"oraces from Atlanta	TOV E	anta anta				"			77.5
TECT SCORES						Ì	SER		זונט
Lorge-Thorndike	>	Ö	Grade		9.2				
Score: 103									
Stanine: 5									
California M.M		9	Grade				McNaire -	Quiet - shy	12th
							work suffers from gaps Rew friends.	from gaps in schooling	
Differential Aptitude	trude		Grad						
•				!					
						•			



Student's Name HROOKS (Last)	LORRAINE (Pirsc)	VIRGINIA (Middle)		(Month)
Address 193 Dale Circle		Birthplace	Phone Phone	833-6401
PERSONAL INFORMATION				
Pather Agron Brooks Age	38 Occupat	Occupation Brooks Ins.& Rel.Est.	4 Education	College
Mother Prudence Brooks Age	35Occupat	ton Teacher (Val	Occupation Teacher (Valleybrook Elem.) Education College	ollege
Siblings at same address:	Age	Grade	Occupation/School	
Teresa	13	8	Lakemont Junior	
Austin Jr.	8	F	Valleybrook Elementary	
				İ
Siblings other than at addresu:	 			
Other Information:				
Ht 5, 3" Wt. 112 1bs. Eyes 20/20 Ears	Comments:			
Disease 1 Measles - Age 7				
Dector Harold Dean, M.D.		26/2		

SCHOLASTIC RECORD										
					-		SCHOOL ATTENDANCE RECORD			
	7th	ath	9th	10th	11th	rh 12th	Entered Lakemont High	0.6	Grade	
Citizenship	A	A	A				ı			
Study Habita	Ą	4	A			_	Previous Schools Attended:	ended:		
Spelish	Ą	В	BB				Name		3	Grades
Mathematics	В	В	_		_		Washington Elementary	y Lakemont		1-8
Science	A	В	BA							
Goography	3	_	_		_					
History		4	F F							
Health			-		-					
Muste			L							
Arre					1					
Nome Economics		4	L							
Industrial Arts			L							
Lenguage			H							
			-		- <del> </del>					
Physical Educ.	A	Ą	BA							
Days Present	180	Ľ	06 06		Ī		TEACHER COMMENTS			
Days Absent	0	3	<b>၀</b> ပ		_	_	7th - Maryin Burton -	- Lorraine 18	10th	
Tardx	0	0	0		_		a pleasure to have in			
REMARKS:							is very well mannered	d and consci-		
							entions.			}
							11		141	
TEST SCORES							ا	SACTORING TO A DISCLOSE	UATT	
Lorge-Thorndike	,		Grade		9.2					
Septe 116										
Stanine: 7										
				Ì						
California M.M.		Ĭ	Grade				9th - Miriam Wells - An all-round Kirl, Gets along well with all types.	An all-round	12th	
Differential dotation	1 4	1,								
10/0 1810000101110		1								ļ



Student's Name SPEARS	DERRY L.L.	ANNE	M (P) Age 14 9
(W) (Last)	(First)	(Middle)	(Sex) (Years) (Months)
Address 139-C Decker Place		Birthplace Pickwick County.	County Tennessee Phone
PERSONAL INPORMATION			
Pather (Deceased) Age	dnocy	Coupation	Education
Mother May Spears Age	31 Occup	Occupation Housewife	Education 8th grade
Siblings at same address:	Age	Grade	Occupation/School
Leroy	11	5	Osgood Elementary
Janice	6	#	Osgood Elementary
Bernice	#		
Siblings other than at address:	<u></u>		
Other Information:			
Family receives ADC and food	stamps.	Clothing and other materials are needed.	als are needed.
HEALTH RECORD			
Ht. 5'0" Wt. 105 lbs. Eyes 20/120 Ears Diseases Chicken Pox. Measles Preumonia	Comments:	Glasses obtained for Derrill in Welfare services.	Derrill in 5th grade through
Vaccination Age 5 General Health Fair Last Physical Grade 9 Doctor Menneth Nicholas M.D.		808	

Table   19th   10th   11th   12th   2th   2th   9th   0th   11th   12th   2th   2th   0th   11th   12th   2th   0th   11th   12th   1	SCHOLASTIC RECORD									SCHOOL ATTENDANCE RECORD	E RECORD			
150	Subject	(7th	Bth	Н	43	IOEF			2th B	ntered Lakemont	High	0.6	Grade	
C C C C C C C C C C C C C C C C C C C	ittizenshin	A	A	P	IA									
D	Study Habits	ပ	ပ	ပ	_	-			P4	revious Schools	Attende	<b>d:</b>		!
C   D   C   C   C   C   C   C   C   C	nglish	þ	þ	P	_	$\vdash$			z 	ame		Locati	uc	Grades
C C C C C Lakemont Junior High Lakemont 7.15  C D D D D D C C C C L D D C C C C C C C	tathemetics	ပ	4	1	<b>!</b> _		_		   	sgood Elementar	A	Lakemo	υÇ	6.9-1.1
Educ. C C D D D TEACHER COMMEANS  Educ. C C D D D TEACHER COMMEANS  Educ. C C D D D TEACHER COMMEANS  Fight 18 21 19 6 TEACHER COMMEANS  Fight 19 2 TEACHER COMMEANS  FIGH 18 21 19 6 TEACHER COMMEANS  FIGH 18 21 18 19 10 TEACHER TOW  FIGH 18 21 18 19 19 TEACHER COMMEANS  FIGH 28 21 18 19 19 TEACHER COMMEANS  FIGH 28 21 19 19 TEACHER  FIGH 28 21 19 19 19 TEACHER  FIGH 28 21 19 19 TEACHER  FIGH	ctence	þ	ည	ပ	L				 	akemont Junior	High	Lakemo	nt	7.1-8.9
Educ. C C D D D D TEACHER COMMEANS  Educ. C C D D D TEACHER COMMEANS  Educ. C C D D D TEACHER COMMEANS   eography	ပ		L		<u> </u>	_		 						
Educ. C C C D D  Falce. C C C D D  Fighter 162 159 71 84  Int 18 21 19 6  Fighter Comments  Fighter Fighter Fighter  Fighter Fighter Comments  Fighter Comments  Fighter Comments  Fighter Fighter Fighter  Fighter Fighter Comments  Fighter Fighter Fighter  Fighter Fighter Fighter  Fighter Fighter Fighter  Figh	(1story		۵	6		-	_		{   					
Educ. C C L D TEACHER COMMENTS  Educ. C C L D TEACHER COMMENTS  TEACHER SALE AND A DEPTILITIES AND A DEPTILITIES AND A DEPTILITIES AND ADDRESS AND A DEPTILITIES AND A DEPTILI	esith	a		Ц		H								
TEACHER COMMENTS  Educ. C C C D D  Educ. 162 159 71 84  Int 13 16 3 11  Int 13 16 3 11  Int 13 16 3 11  Int 14 First Henry - Derrill is sky 10th  Int 13 16 3 11  Int 15 Educ. No trouble. Has a hard  Int 16 Educ. No trouble. Has a hard  Int 17 16 19 6  Int 17 16 19 10 10th  Int 17 16 19 10 10th  Int 18 20 10 10th  Int 2 10 10 10th  Int 3 10 10 10th  Int 4 10 10th  Int 4 10 10th  Int 4 10th  Int 5 10th  Int 5 10th  Int 5 10th  Int 6 10th  Int 7 10th  Int 6 10th  Int 7 10th  Int 1 10th	<b>vaic</b>			Ц		H			<b> </b>   <b> </b>					
Educ. C C D D TEACHER COMMENTS  Educ. C C D D TEACHER COMMENTS  For - Mary Henry - Derrill is shy loth and slow. No trouble. Has a hard time staying up with assignment needs because of absences. Mother was contacted several times for appt. With no staying up with assignment needs because of absences. Mother was contacted several times for appt. With no Stay know when she is not.  EES  FOR - Mary Mary Hanry Inth no heart is not.  But - Dorothy Broadhaven - A sweet lith child have and when she is not.  Child. I hardly know when she is not.  Child. I hardly know when she is not.  Child. A hardly know when she is not.  Child. A hardly know when she is not.  Child. A hardly know wells - Quiet. well.  Child. A hardly know when she is not.  Child. A hardly know well.  Child. A hardly know know know know know know know know	,r.t	_		_	_	-	_							
Educ. C C D D TEACHER COMMENTS  TEACHER TOWN WHEN SHE IS  THE AND MORE ASSOCIATED IN THE AND THE A	ome Economic		ပ	L		L			] }					
Educ. C C C D D TEACHER COMMENTS  INC. 162 159 71 84 and slow. No trouble. Has a hard and slow. No trouble. Has a hard time staying up with assignment the staying up with three other than and the staying t	ndustrial Arts		L			$\vdash$	  -		 					
Educ. C C E D TEACHER CONMENTS  IS 11 S S S S S S S S S S S S S S S S S	Anguage			L		$\vdash$	_		1					
mt 18 21 19 6 TEACHER COMMENTS  13 16 3 11 And A STAND TO TOUDIO. Has a hard and slow. No trouble. Has a hard time staying up with assignment needs because of absences. Mother was contacted several times for appt. with no staying up with assignment needs broadhaven - A sweet lith and some and when she is not.  91 And Apritude Grade 9.2 Attiam Wells - Quiet, well-ties hard to the families. Derrill tries hard to keep up.	hysical Educ.	b	b	۲	þ	$\vdash$		-	 					
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Student's Name WILLIAMS (N)	HANNAH (Firet)	REPECCA (M16310)	(Sex) Age 16 2 (Years) (Months)	oths)
Address 1730 Caryer Road	8	_ Birthplace	Knoxville Tennessee Phone 833-4927	725
Personal information				
Father Cariton Williams Age	43	Occupation Deal's Lumber Co.	855-0039 Education	High School
Mother Rebeace Williams Age	40	Occupation Waltress	855-9103 Education	High School
Sthlings at same addrage:	Aga	Orade	Occupation/School	
Siblings other than at address:	. 96			
Carlton	22		Military Service	
Theodore	20	:	Knoxville College, Knoxville,	e, Tenn.
Other Information:				
HEALTH RECORD				
Ht S'6" Wt. 143 lbs. Eyes. Ears	Comments:			
Vaccination Age 5 General Mealth Excellent Last Physical 9th Grade Doctor		\$88		

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## PARTICIPANT'S WORKBOOK SOLVING MULTI-ETHNIC PROBLEMS:

### A Simulation Game for Elementary and High School Teachers

originated by

Dr. Frederick P. Venditti Director, Educational Opportunities Planning Center University of Tennessee

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Note: This Workbook contains, in tear-out form, the following materials.

- 1. Incident Response Sheets for each filmed episode.
- 2. Written Problems.
- 3. Incident Response Sheets for each Written Problem.

The Table of Contents below is for the <u>Valleybrook Elementary</u> <u>School</u> game.

The Table of Contents for the Lakemont High School game is on page 37.

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#### Val legitoroik Elementary School

#### Sleeping Chilli

#### Incident Response Spect for Participants

1. Identify the profiler.

2. What factors do you believe may be contributing to the problem?

3. Exactly what would you say in response to the question asked at the end of the film?

4. What are some all termediffe Long-term courses of action you might take to help Hilly?





#### Sleeping Child (Contd.)

5. What information did you find (if any) that was helpful in formulating plans to help Billy?

6. What other information would you like to have?

14

How could it be obtained?

7. What personal value or values do you hold which prompted you to reach your decisions?

#### Valleybrook

#### Isolated Child

#### Incident Response Sheet for Participants

m.	
	m.

- 2. What factors do you believe may be contributing to the problem?
- 3. What would you say in response to the question asked at the conclusion of the film?
- 4. What are some long-term courses of action you might take to help Flora?

What might be the probable outcome(s) associated with each course of action?



#### Isolated Child (Contd.)

5. What information did you find (if any) that was useful in formulating alternatives?

6. What other information would you like to have?

How could it be obtained?

7. What personal value or values do you hold which prompted you to reach your decisions?

#### Valleybrook

#### The Curriculum is Questioned

#### Incident Response Sheet for Participants

1. Identify the problem.

2. What factors do you believe may be contributing to the problem?

3. Exactly how would you respond to the question at the end of the film?





#### The Curriculum is Questioned (Contd.)

4. What alternative long-term courses of action do you believe might be taken to solve this kind of problem?

5. What personal value or values do you hold which prompted you to reach your decisions?

#### Valleybrook

#### A Reading Problem

#### Incident Response Sheet for Participants

- 1. Identify the problem you have seen as specifically as possible.
- 2. Exactly how would you answer Tommy's question at the end of the film?

3. What factors do you believe may be contributing to the children's reading disabilities?

4. What specific information did you find that was useful in gaining a better understanding of each of the children?

#### A Reading Problem (Contd.)

5. What are some alternative instructional or evaluative procedures open to you for working to improve Sally's reading? George's? Tommy's?

6. Which available course(s) of action would you choose for each child? Why?

7. What special materials and, or techniques would you employ with each child?

8. What personal value or values do you hold which prompted you to reach your decisions?

#### Valleybrook

#### A Plea for Help

#### Incident Response Sheet for Participants

4.	HILAU	Deemo	OC.	UG	OHG	orogored	General P	bronrem:

2. What factors do you believe are contributing to her problem?

3. What alternatives are open to her in solving the problem?

4. What specific response would you give to her request for help at the conclusion of the film?



#### A Plea for Help (Contd.)

5. In what ways, if any, do you think you might help her to solve the problem?

6. How could a total school come to grips with this type of problem?

7. What personal value or values do you hold which prompted you to reach your decisions?

#### Tellegiesok

#### & Profiler for the Faculty

#### Enviolent Response Sheet for Participants

1. Identify the problem.

2. What is you believe to the factors contributing to the profiles?

3. What alternatives are open to Mr. Martin as he enrise in the problem situation?

An elect eags, if any, do you think the faculty san eark to solve the problem?

#### 4 Problem for the Benitty (Contd:.)

What might im the probable outcome(s) associated with sent more of setting?

5. In what was, 'I may, its you think you personally might mantificate the mailstion of the problem?

b. That personal relies on vellines do you hold that program you be result your discipline?

#### Valleybrook

#### Teachers' Lumpe

#### Incident Resource Spect for Participants

- 1. What soums to be the complaining teacher's problem?
- 2. What factors in you believe are contributing to her problem?

3. What witementions are open to her in recolving the problem?

4. How would you answer her question at the end of the film?



#### Teachers! Lounge (Contd.)

5. What action(s), if any, do you believe you personally could take to help alleviate the complaining teacher's problem?

6. What (if any) school-wide approaches could be taken?

What might be the probable outcome(s) associated with each course of action?

7. What personal value or values do you hold that prompted you to reach your decisions?

## Valleybrook

# An Unexpected Encounter

# Incident Response Sheet for Participants

1. What seems to be the problem?

2. What factors do you believe have concributed to the attitude of Suzie's father?

3. Exactly what would you say to the upset father at the end of the film?

## An Unexpected Encounter (Contd.)

4. What steps (if any) would you take in an attempt to prevent a recurrence of the type of incident responsible for the complaint?

What might be the probable outcome(s) associated with each course of action?

5. What personal value or values do you hold that prompted you to reach your decisions?

#### Valleybrook

### The Birthday Perty

#### Written Problem

Just before school starts on Monday morning a pupil hands Terry Patterson the following note:

#### Dear Teacher:

Larry's birthday is this coming Wednesday. I am planning a party for him after school that day and want to invite all of the white children in your room to attend. Is it a?' right if Larry brings written invitations to give to the children tomorrow? I will be away from home all day today until late this evening and cannot be reached by telephone - I must drive to Springer to lock in on my mother who has been ill. Please send your answer home with Larry in a note. Thank you very much.

Sincerely yours,

Mrs. Keeler

A record for Larry Keeler is available in the Participant's Handbook.



### Valley brook

## The Birthday Party

# Incident Response Sheet for Participants

1. Identify the problem.

2. What are some factors which should be taken into consideration in working out a solution to the problem?

3. What, if any, long-range implications are connected with the problem?



## The Birthday Party (Contd.)

4. What would you say in your note to Mrs. Keeler? (Write your exact reply.)

5. What are some alternative ways to prevent a similar problem from arising again?

6. What value or values do you hold that prompted you to reach your decisions?

### Valleybrook

## A Communication Problem (Negro)

#### Written Problem

Terry stops in the office before school to check the mail. The following communication is in all of the teachers! boxes.

#### Dear Teacher:

All day yesterday I thought about a problem that was raised, but discussed only briefly, in our staff meeting after school the day before yesterday. The problem? The difficulty some of you reported you are having in communicating orally with your Negro pupils. There seemed to be general agreement among those of you who are white that many expressions and pronunciations used by your Negro students are unfamiliar or unintelligible to you. You also expressed the concern that some of your own middle-class white speech forms and pronunciations might be equally unfamiliar or unintelligible to many of your Negro pupils.

I should like for us to discuss and work together on this problem in a special staff meeting on Wednesday afternoon next week.

To expedite our work on Wednesday, I should like for each of you to do the following before the meeting: (1) Write down a list of all possible ways you can think of by which individual teachers in their own classrooms might help their Negro pupils improve their speech and understanding of "stendard" English. (2) Write down a list of all possible things you can think of that might be done cooperatively by a rew teachers on a school-wide basis to lessen the communication problem between white teachers and Negro pupils. (3) Write down a list of all possible things you can think of that I and/or Central Office personnel might do to assist with the solution of the problem.

If you will do the above, I believe by working in our staff meeting, initially in small groups and later all together, we can come up with composite guidelines that may be of real help to us. Anyway let's give it a try.

Thomas Simpson



## Valleybrook

## A Communication Problem (Negro)

## Incident Response Sheet for Participants

1. Identify the problem.

2. Draw up the lists of suggestions requested by Mr. Simpson.

3. What sources of information were available (if any) which were useful as you formulated your suggestions?





## A Communication Problem (Negro) (Contd.)

4. What other information would you like to have had?

How could it be obtained?

5. What personal value or values prompted you to reach your decisions?



#### Velleytorock

### & Communication Frontien (Fuerto Rican or Mexican-American)

#### Written Problem

Terry stage in the office before school to check the mail. The following communication is in all of the teachers boxes.

#### Jean Testimer:

I'll day persterday I thought about a problem that was recent, but discussed only briefly, in our staff meeting after school the day before yesterday. The problem The difficulty some of you reported you are issuing in communicating with your Puerto Rican Students.

I simuld like for us to discuss and work together on this profiles in a special staff meeting on Tuesday affection meet week.

The expectitive our work on Tuesday, I should like for each of you to do the following before the meeting: (1) Write flown a list of all possible ways you can think of by winds individual teachers in their own classroms might help their Fuerto Rican students to improve their profesency in specifing and writing standard English. (2) Write down a list of all possible things you can fainh of that might be done cooperatively by a group(s) of teachers to accomplish the same end. (3) Write down a list of all possible things you can think of that I and/or Central Office personnel might do to assist which the solution of the problem.

If you will do the above, I believe by working in our staff meeting, infitially in small groups and later all troublines, we can come up with composite guidelines that may be of real help to us. Anyway, lets give lit a try.

Thomas Simpson



#### Valley in the

## A Communication Fundam (Poseto: Rican or Mexican-American)

## Tweligen Repairer Sheet for Participants

Transfer the people

2. Frame of Suggestions requested by the Binson.

3. What House of information were available (if any) which were useful as you formulated your supertinate.

1/25-

4. What other information would you like to have had?

How could lit be chitalined?

5. What personal walue or walkes prompted you to reach your mediations?

### Valleybrook

Teacher

### Fighting Boys

#### Written Problem

Last week Terry Patterson received the following note:

Today my boy came	home from school	and told me that
you had jumped on	him for fighting	with that Hayes
how T mature to	nut un with this	and it had hatter

not happen again. If it does there will be trouble and you will be very sorry.

Timothy Rick

The next day Terry sent the following note in answer to Mr. Rick.

Dear Mr. Rick:

I regret that the fighting incident to which you referred in your note occurred. Since both boys were fighting, however, it would have been unfair to have reprimanded one and not the other. Obviously, we cannot permit fighting as someone might get hurt. In addition, it upsets the other children. Perhaps with your cooperation it will not happen again.

I hope you understand.

Terry Patterson

At the moment Mr. Rick is waiting in the main office to see Terry Patterson. He is quite upset and angry. Mr. Simpson has just sent a request for Terry to come to the office.

Records for both boys are available in the Participant's Handbook.



### Valleybrook

### Fighting Boys

## Incident Response Sheet for Participants

1. What is the immediate problem to be faced in the impending confrontations with Mr. Rick?

2. What, if any, immediate preparations can you make for the conference?

3. Would or would you not ask to have David and Billy brought into the conference? Why or why not?

4. What is the long-term nature of the problem?



## Fighting Poys (Contd.)

- 5. What are some factors to be taken into consideration in working out a solution to the long-term problem?
- 6. What are some alternative courses of action you might follow in an attempt to deal with the problem in the future?

What are the probable outcomes associated with each course of action?

7. What, if any, school-wide action could be taken to alleviate this type of problem?

8. What personal value or values do you hold that prompted you to reach your decisions?

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## Valleybrook

### A New Pupil's Problem

#### Written Problem

Rachel Braun, a new student, hands the following note to Terry before school:

#### Dear Teacher:

My daughter, Rachel, enrolled in your school the day before yesterday. Last night she reported to her father and me that a classmate, David Rick, had called her anti-Jewish names throughout the day. Rachel has never been attacked in this manner in school before and is extremely upset by the Rick boy's behavior toward her.

I'm sure you would not approve of what is going on and am taking this means of immediately calling it to your attention. I dislike writing, but we will not have telephone service for several more days, and I work, myself, and cannot get to the school during regular school hours.

Would you please speak to the Rick boy and ask him to stop calling Rachel names? Also, would you please send a note home this afternoon with Rachel confirming your willingness to do this and giving me any suggestions you might have as to how my husband and I might be helpful in getting this matter settled. If you think it advisable, we will take this problem up directly with David Rick's parents.

I'm sure you will understand how important it is that we get this matter ironed out at once. Rachel is a sensitive child whose smooth adjustment to her new school is being threatened.

Thank you very much for your help and cooperation.

Sincerely yours,

Mrs. David Braun

A record for David Rick is available in the <u>Participant's</u>

Handbook. -33-



#### Valleghrook

### A New Pupil's Problem

## Incident Response Sheet for Participants

- 1. Identify the problem.
- 2. What are some factors which should be taken into consideration in working out a solution to the problem?
- 3. What, if any, long-range implications are connected with the problem?

4. Where would you seek background information about the problem?





## A New Pupil's Problem (Contd.)

5. What would you say in your note to Mrs. Braun? (Write your exact reply.)

6. What are some alternative ways to prevent similar problems from arising in the future?

7. What value or values do you hold that prompted you to reach your decisions?



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## Lakemont High School

## A Spirit Problem

## Incident Response Sheet for Participants

1. What is the problem?

2. What are the factors contributing to the problem?

3. What would you say in response to the question asked at the end of the film? ("What do our sponsors suggest?")





## A Spirit Problem (Contd:)

4. What could you do as an individual teacher to contribute to the solution of the problem?

What are some long-range, school-wide solutions for the problem?

5. What values do you hold that prompt your suggested solutions for the problem?

### Lehemont

## We Mane Theme

## Incident Response Sheet for Participants

1_	Minett	ĽŒ	the	problem?
----	--------	----	-----	----------

2. What are the factors contributing to the problem?

Environment of the file?



## Me Nere There (Shoute)

4. What small growth am an invividual tascher to small time and introduct the problem?

What were some ling-energy, school-wide solutions that the profiles?

5. That wedges the year faile that proupt your sug-



### Lakemout

## Volumbeer Parents

## Inclient Response Sheet for Participants

1. What is the problem?

2. What factors are contributing to the problem?

3. Where fill you find information that you consider relevant to the problem?

What was 11?

## Volunteer Parents (Contd.)

4. What could you do as an individual teacher that would contribute to the solution of the problem?

5. What are some long-range, school-wide solutions for the problem?

:7

6. What values do you hold that prompt your suggested solutions for the problem?

## Order in the Classroom

## Incident Response Sheet for Participants

1. What is the problem?

2. What are the factors contributing to the problem?

3. How would you answer the teacher's plea for help at the end of the film?

## Order in the Classroom (Contd.)

4. What could you do as an individual teacher that would contribute to the solution of the problem?

5. What are some long-range, school-wide solutions for the problem?

6. What values do you hold that prompt your suggested solutions for the problem?

# A Matter of Dress

# Incident Response Sheet for Participants

1. What is the problem?

2. What are the factors contributing to the problem?

3. How would you answer Charles! question at the end of the film? ("Do you see anything wrong with the way I look?")

## A Matter of Dress (Contd.)

4. Wh	re di evant	d yo	u f: the	ind pro	information oblem?	that	Aon	consider
-------	----------------	------	-------------	------------	--------------------	------	-----	----------

What was 1t?

Where would you seek additional information if you felt it was needed?

5. What could you do as an individual teacher to solve the problem?

What are some long-range, school-wide solutions for the problems?

6. What values do you hold that prompt your suggested solutions for the problem?



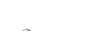
## A Parent Conference

## Incident Response Sheet for Participants

1. What is the problem?

2. What are the factors contributing to the problem?

3. How would you answer the question at the end of the film?



## A Parent Conference (Contd.)

4.	Where	điả y	ou fi	nd infor	mation	that	you	consider
	releva	int to	the :	problem?	)			

What was it?

Where would you seek additional information if you feel it is needed?

- 5. What could you do as an individual teacher that would contribute to the solution of the problem?
- 6. What are some long-range, school-wide solutions for the problem?
- 7. What values do you hold that prompt your suggested solutions for the problem?



## A Communication Problem (Negro)

### Written Problem

Sandy stops in the office before school to check the mail. The following communication is in all of the ceachers! boxes.

#### Dear Teacher:

All day yesterday I thought about a problem that was raised, but discussed only briefly, in our staff meeting after school the day before yesterday. The problem? The difficulty some of you reported you are having in communicating orally with your Negro pupils. There seemed to be general agreement among those of you who are white that many expressions and pronunciations used by your Negro students are unfamiliar or unintelligible to you. You also expressed the concern that some of your own middle-class white speech forms and pronunciations might be equally unfamiliar or unintelligible to many of your Negro pupils.

I should like for us to discuss and work together on this problem in a special staff meeting on Wednesday afternoon next week.

To expedite our work on Wednesday, I should like for each of you to do the following before the meeting: (1) Write down a list of all possible ways you can think of by which individual teachers in their own classrooms might help their Negro pupils improve their speech and understanding of "standard" English. (2) Write down a list of all possible things you can think of that might be done cooperatively by a few teachers on a school-wide basis to lessen the communication problem between white teachers and Negro pupils. (3) Write down a list of all possible things you can think of that I and/or Central Office personnel might do to assist with the solution of the problem.

If you will do the above, I believe by working in our staff meeting, initially in small groups and later all together, we can come up with composite guidelines that may be of real help to us. Anyway let's give it a try.

Walter Dennis



# A Communication Problem (Negro)

# Incident Response Sheet for Participants

1. Identify the problem.

2. What are the factors contributing to the problem?

# & Communication Francism (Negro) (Contd.)

I leas up the lists of suggestions requested by

I. What personal value or values prompted you to reach your decisions?

#### Interment.

### A Bonnanivation Emileus (Paerto: Rican or Mexican-American)

#### Weitten: Problem

Jane sage in the utilize before school to check the sail. The following communication is in all of the theathers of the same.

#### Bear Teacer:

All may preserved I thought about a problem that was relief, must dismussed only briefly, in our staff meeting after amount the day before yesterday. The problem? The filling same of you reported you are having in resourcesting with your Factor Rican students.

I minuit like for us tor discuss and work together on this product in a special staff meeting on Tuesday afternoon uses.

The experime nursement on Thesday, I should like for each of you as no the following before the meeting: (1) write most a limit of all possible ways you can think of my which individual assumes in their own classrooms might man them them them their own classrooms might man them them their own classrooms might man them the same students to improve their profinitesty in assuming and rating standard English.
(2) write most a limit of all possible things you can think of that a same end. (3) Write down a list of all possible things you can think of that I same for Errors in the presented might do to assist with the solution of the results.

If you will me the above, I believe by working in now staff meeting, initially in small groups and later all tagether, we may make up with composite guidelines that may be of meet meet to use. Anyway, lets give it a true.

Weiter Dermin



### A Communication Frontier (Fuerto Ricon or Mexican-American)

## Incident Response Sheet for Participants

1. Identify the problem.

What are time factors contributing to the probless?

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1 Communication Problem (Puerto Rican or Mexican-American) (Contd.)

3. Draw up the lists of suggestions requested by Mr. Dennis.

4. What personal value or values prompted you to reach your decisions?

### An Angry Mother

#### Written Problem

Sandy has noted that Dwayne, a black homeroom student, has made failing grades at the end of the first semester in algebra, biology, and world history and suggested to Dwayne yesterday that he should consider enrolling in basic remedial courses. (At Lekemont High, the remedial classes are predominantly black.) Dwayne has just handed to Sandy the note reproduced below:

#### Dear Teacher:

My son came home very angry yesterday because you told him he would have to drop out of his academic classes and take some remedial courses this semester. I am aware of what "tracking" is and of how it can be used to get around integration. I cannot imagine how you can be so determined to resist integration that you would use this tactic. All you are succeeding in teaching is hate and humiliation. I demand that Dwayne be kept in his academic classes where he will be with both white and black students. I shall come to school this afternoon to discuss this matter with you further.

Sincerely,

Mrs. Gerald R. Rawls

You have decided to see Mrs. Rawls after school today despite the tone of her note and the short notice she has given of her intention to talk with you.

A record for Dwayne is available in the Participant's Hand-book.



## An Angry Mother

## Incident Response Sheet for Participants

1. What is the problem?

2. What are the factors contributing to the problem?

3. How would you prepare for the conference with Mrs. Rawls?

## An Angry Mother (Contd.)

4. What are some alternative approaches to the solutions of Dwayne's problem?

5. What are some long range, school-wide solutions for similar problems of other Lakemont High students?

6. What values do you hold that lead you to offer your suggested solutions?

#### Trouble Ahead?

#### Written Problem

When Sardy's homeroom group leaves the room Sandy notices a sheet of paper on the floor under the seat of Charles Washington, a black student who has been in the homeroom group for only two weeks. Sandy, wanting a tidy room, picks up the paper and finds it to be the following note:

#### Charley

We going tare up Louis Ruz gang tomorrow nite at the park. They say they be ther. You want in the Royals better get in on it. We need good cats. See me after school.

#### Alfred

Sandy has heard students and colleagues say that Alfred Wetmore and Luis Ruiz (neither of whom Sandy has in classes or homeroom) are respectively leaders of rival black and Puerto Rican gangs. Sandy fears a violent gang fight may be in the offing and decides personal action must be taken.

A record for Charles Washington is available in the Participant's Handbook.



## Trouble Ahead?

## Incident Response Sheet for Participants

1.	What	18	the	problem?
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2. What are the factors contributing to the problem?

3. What immediate action(s) would you take?

What are the probable outcomes associated with each?





## Trouble Ahead? (Contd.)

4. What are some long range school-wide actions that might be taken to deal with the problem?

What are the probable outcomes associated with each course of action?

5. What values do you hold that prompted you to offer your suggested solutions?



#### A New Pupil's Problem

#### Written Problem

Rachel Braun, a new homeroom student, hands the following note to Sandy before school:

#### Dear Teacher:

My daughter, Rachel, enrolled in your school the day before yesterday. Last night she reported to her father and me that a classmate, Ronald Greer, had called her anti-Jewish names throughout the day. Rachel has never been attacked in this manner in school before and is extremely upset by the Greer boy's behavior toward her.

I'm sure you would not approve of what is going on and am taking this means of immediately calling it to your attention. I dislike writing, but we will not have telephone service for several more days, and I work, myself, and cannot get to the school during regular school hours.

Would you please speak to the Greer boy and ask him to stop calling Rachel names? Also, would you please send a note home this afternoon with Rachel confirming your willingness to do this and giving me any suggestions you might have as to how my husband and I might be helpful in getting this matter settled. If you think it advisable, we will take this problem up directly with Ronald Greer's parents.

I'm sure you will understand how important it is that we get this matter ironed out at once. Rachel is a sensitive child whose smooth adjustment to her new school is being threatened.

Thank you very much for your help and cooperation.

Sincerely yours,

Mrs. David Braun

A record for Ronald Greer is available in the <u>Participant's</u> Handbook.



### A New Pupil's Problem

## Incident Response Sheet for Participants

1. Identify the problem.

2. What are some factors which should be taken into consideration in working out a solution to the problem?

3. What, if any, long-range implications are connected with the problem?

4. Where would you seek background information about the problem?

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## & Wer Furfil's Profiled (Contd.)

5. What would you say in your note to Mrs. Braum? (Works your exact reply.)

f. What are some alternative ways to prevent similar positions from arising in the future?

7. What welve on welves do you hold that prompted you be readle your decisions?

